

Learning Guide for *“Creating a Culture of Learning to Support Teachers in Implementing the ACCS”*

Leading Change: June 25th

Session Time: 1:15 -2:45 pm



Who are your AZLEADS facilitators for this session?



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- 26 years in high school administration
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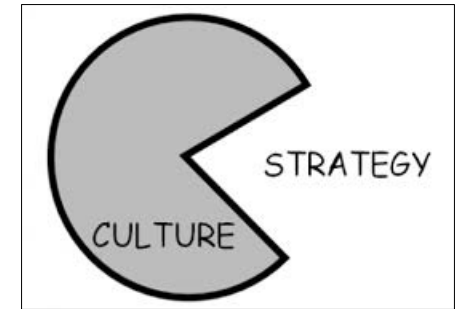
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Today's Sessions:

Creating a Culture of Adult Learners

- ✓ A “Culture of Learning” Defined & Described
- ✓ Essential Beliefs about Adult Learning (and implications)
- ✓ Motivation and Teacher Efficacy
- ✓ 5 Leadership Steps to Start Now



Creating a Culture of High Expectations

- ✓ A “Culture of High Expectations” Define, Described, Impact
- ✓ The Growth Mindset as a starting point
- ✓ Principles of Learning to practice the “If....Then...” muscle
- ✓ 5 Leadership Steps to Start Now

In your job as a school leader, what do you have in common with these characters?



It may be time to “de-bunk” the myth...



...a “super hero”
leader will save us.

*All school leaders must
be ready to lead by
helping others learn,
creating capacity and
the culture to support
and sustain new
learning.*

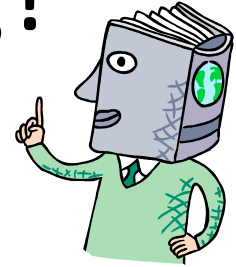
Strategy + Structure + Culture



dreamstime.com

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What is a “culture of learning?”



A culture where values, beliefs, & behaviors are evident among adults that allow them to learn with and through each other, leading to a refinement in instructional practice that impacts student learning regardless of context or challenge.

*Sometimes people don't realize
what they need to learn...*



- ✓ *"I know 5th grade boys!"*
- ✓ *"I have my way of teaching kids to read..."*
- ✓ *"The subject of US History hasn't changed since I was in school..."*
- ✓ *"I've had all those Johnson kids over the years...they're all not good with math."*

But seriously...

***With the changes in education*,
what are some things ADULTS need
to be learning?***



**** ACCS, new evaluation systems, use of data,
PLCs, the PARCC assessment system...what else?***

Table Learning Task Directions

Each table will do an individual *read & structured discussion* of the two articles:

“**Essential Beliefs about Adult Learning**”

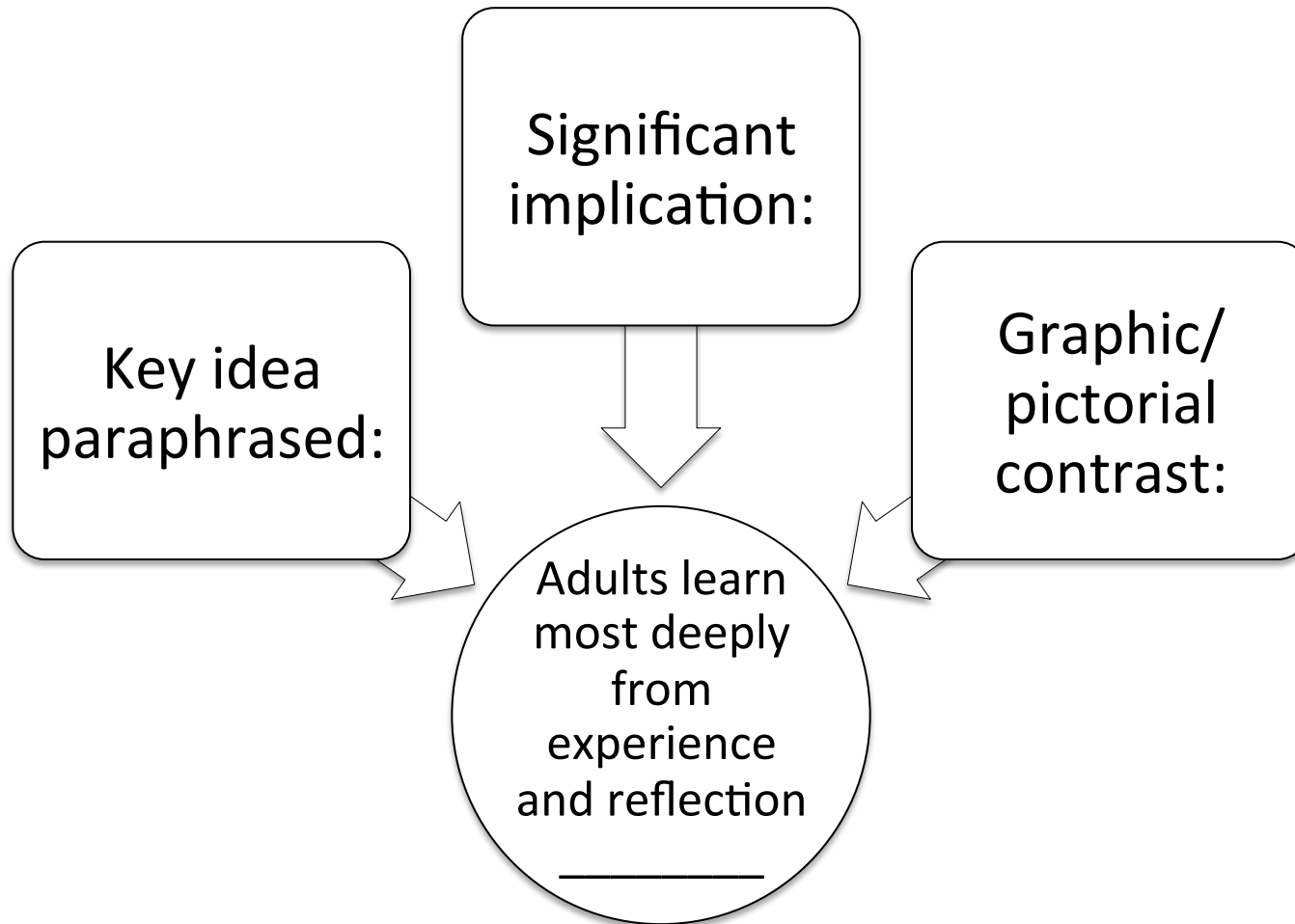
“Conditions for Adult Learning.”

- ✓ Count off 1-6 at each table.
- ✓ Learners 1-5 will be assigned to teach the table one of the five essential beliefs.
- ✓ Learner #6 will teach the table the content of the handout, “Conditions for Adult Learning”

Essential Beliefs about Adult Learning

- 1) *Adults learn most deeply from experience and reflection.*
- 2) *Learning is a social process.*
- 3) *Adults have a high capacity to learn from the discomfort inherent in moving from the known to the unknown and in taking risks.*
- 4) *Adults learn by creating and revising stories in order to make meaning.*
- 5) *Adults learn best in an environment of structured freedom.*
- 6) *“Conditions for Adult Learning” (Jane Vella’s work)*

Structured Discussion Template:



Adults learn most deeply from experience and reflection



Learning is a social process.



Adults have a high capacity to learn from the discomfort inherent in moving from the known to the unknown & in taking risks



Adults learn by creating and revising stories in order to make meaning



Adults learn best in an environment of structured freedom



Conditions for Adult Learning

What are the most important (and do-able) conditions a principal can create to promote adult learning?



What would this look like?

What would you start and/or stop doing?

Developmental Model of Adult Learning called “Levels of Mental Complexity”

Mental Complexity	Description	Might Look Like
Socializing Mind	A person who faithfully follows leadership, a good team player	A person sees flaws with the plan but goes along with to be harmonious.
Self-Authoring Mind	A person who authors and holds steadfast to a view, a problem-solver	A person argues his data interpretation and listens only to defend his ideas.
Self-Transforming Mind	A person who can critically examine his own view and “re-author” a more comprehensive view	A person can see that past decisions did not yield desired results and can elicit feedback and transforms his approach.

Taken from: Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization. (Kegan & Lahey, 2009)

“Stand up, Put your hand up” dialogue activity (5 minutes)

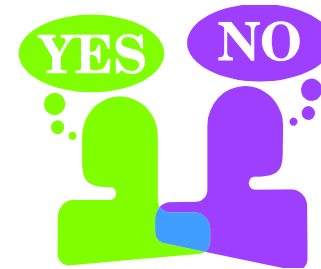
- ✓ Form pairs, and put your hand down
- ✓ Pick a number 1 and 2



- ✓ Wait for your assigned “talking question.”

Talking Question for each person:

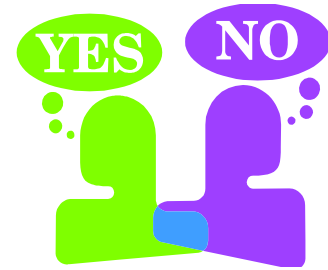
Person 1: Talk about an instance in your life when you felt highly motivated. Describe how it affected you and why...



Person 2: Talk about an instance in your life (now or in the past) when you felt unmotivated. Try to identify what made you feel this way...

Motivation Defined:

Giving of *reason* to act: the act of giving somebody a reason or incentive to do something.



Enthusiasm: a *feeling* of enthusiasm, interest or commitment that makes somebody want to do something.



Motivation can be impactful from both internal and external forces:



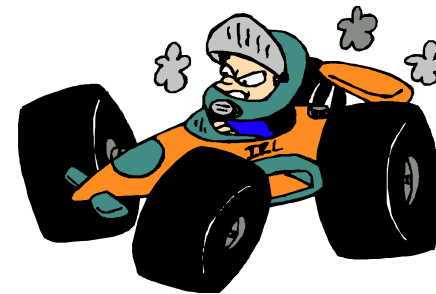
“People don’t change because they see the light, they change because they feel the heat.”



What affects motivation?

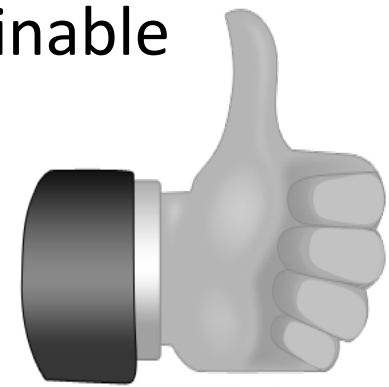
(How do people get in “park” and sometimes set their brake?)

Individuals differ in their basic motivational drives. The concept of motivation is situational, and its level varies between different individuals at different times. Its “ebb and flow” needs to be maintained and monitored.



Requisites to motivate or be motivated:

- ✓ Requires a goal
- ✓ Once established, needs to be repeated
- ✓ Requires recognition
- ✓ Participation has a motivating effect
- ✓ Seeing ourselves progressing motivates us
- ✓ Challenge only motivates if it's attainable
- ✓ Everyone has a motivational fuse
- ✓ Group belonging motivates



Motivation in relationship with others:

“Motivation is to inspire people to work, individually or in groups, in ways such to produce best results.

It is the will to act.

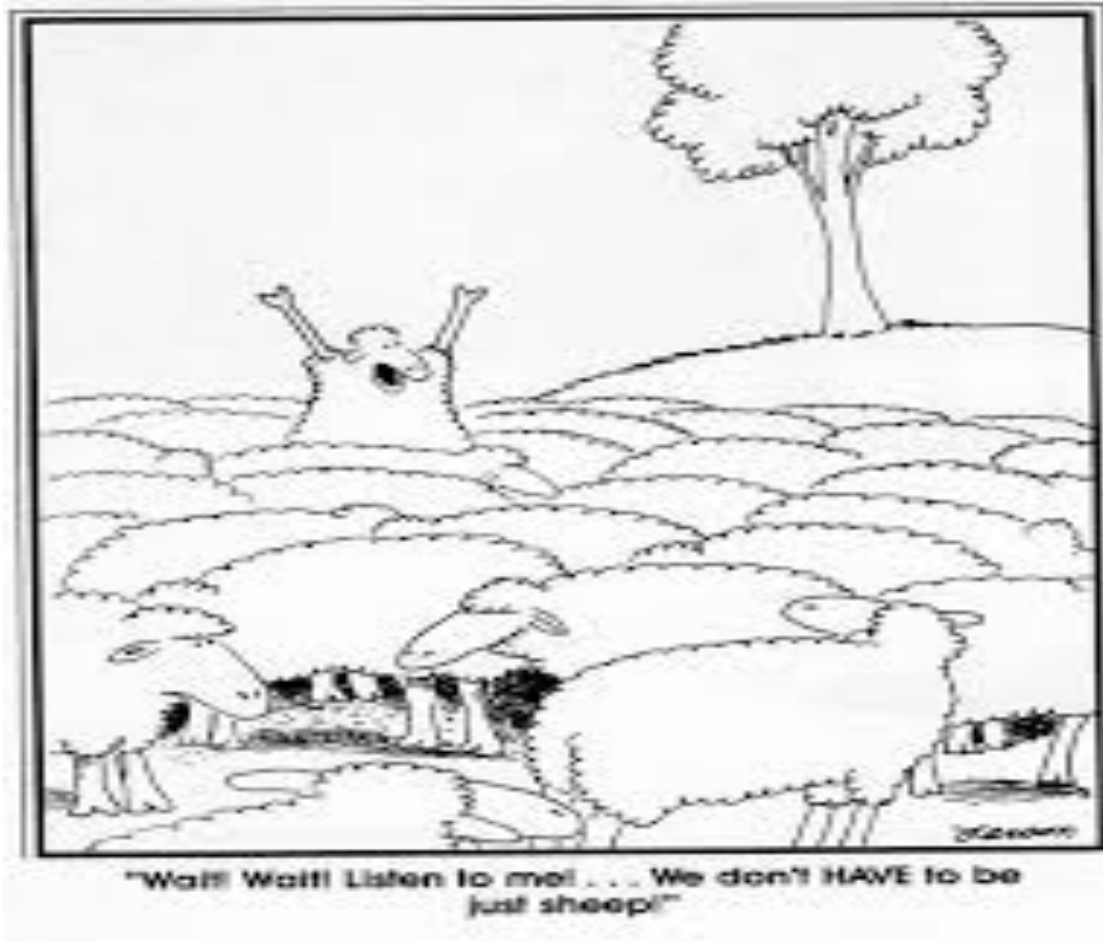


It is the willingness to exert high levels of effort towards organizational goals, conditioned by the efforts and ability to satisfy some individual need.”

Motivation is the process of activating goal-oriented behavior and sustaining the energy to work towards that goal.



A “breakthrough” moment...

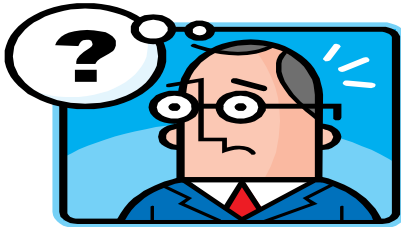


Wait! Wait!
Listen to
me...

We don't
HAVE to be
just sheep!"

“Teacher Efficacy: Individual & Collective”





Graffiti Review

**There are 7 “Mystery Question Posters”
placed around the room as a review.**

- ✓ Please number off 1-7.
- ✓ When I say “**Move**,” please go stand in front of your poster number, but leave it taped up.
- ✓ When I say “**Start**,” open up your poster and write the answer to the question. Work with your partners and use the article as reference.
- ✓ When I say “**Stop**,” look at me for your next set of directions while remaining at your poster.



Close Reading and Thinking Notes for Discussion

(article: “Teacher Efficacy: What Is It and Does it Matter?”)

Comprehension	Synthesis	Application	Out Loud Reads
Definition:	How does it tie into motivation?	What can leaders do to build a sense of it?	
5 Descriptors:	How does it support learning culture?	What I will do...	
General vs. Personal	What impacts it?		

Graffiti Review Poster Questions:

1. What is the definition of teacher efficacy and what is general vs. personal efficacy?
2. What are descriptors of efficacious people?
3. How does efficacy tie into motivation?
4. How does it support a culture of learning?
5. What impacts efficacy?
6. What can leaders do to build a sense of it?
7. What is collective efficacy?

“Check-In” Quiz: True or False

1. T/F: A “learning culture” will be created by giving people more training.
2. T/F: A “learning culture” will be created by forming PLC groups.
3. T/F: A “learning culture” will be created by removing all stress from the challenge of a change in practice.
4. T/F: A “learning culture” will be created by money or time being provided with new materials to implement.
5. Complete this sentence:
“A learning culture will be created by.....”



Action Steps:

- ✓ Create *time* and *structures* to support professional dialogue about learning (reflecting on learning)
- ✓ Provide *new learning experiences* to address skill needs. Look for artifacts of implementation as people practice.
- ✓ Focus on the *knowing-doing gap* by monitoring and giving *feedback* with observable data as evidence
- ✓ Declare an *overt focus* on learning together.
- ✓ In your leadership, *model learning*.



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**What do you see
them doing here
in this picture?**

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